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ABSTRACT

A survey of ninth grade students in Toronto public schools was conducted to gather background information. The relationship of students' race, native country, mother tongue, family and socioeconomic status to their level of study was examined. About one quarter of the students identified themselves as members of a visible minority, although about twenty-five percent of them were native born Canadians. Several factors influenced students' level of study, but parent's occupation emerged as a major factor. The higher the category for a parent's occupation, the higher would be student's level of study. Females were more apt to be in university-oriented levels. Students who spoke English or French as a mother tongue were more likely to be in this higher level unless they were Canadian born. Students from single parent families were less likely to be in university-oriented levels of study. Asian students were most apt to be in higher levels of study, followed by white and then black students. The factors of varying proportions of students with single parents and varying occupational patterns of parents which are related to level of study are intermingled with data on race, immigration, and ethnicity. (DWH)

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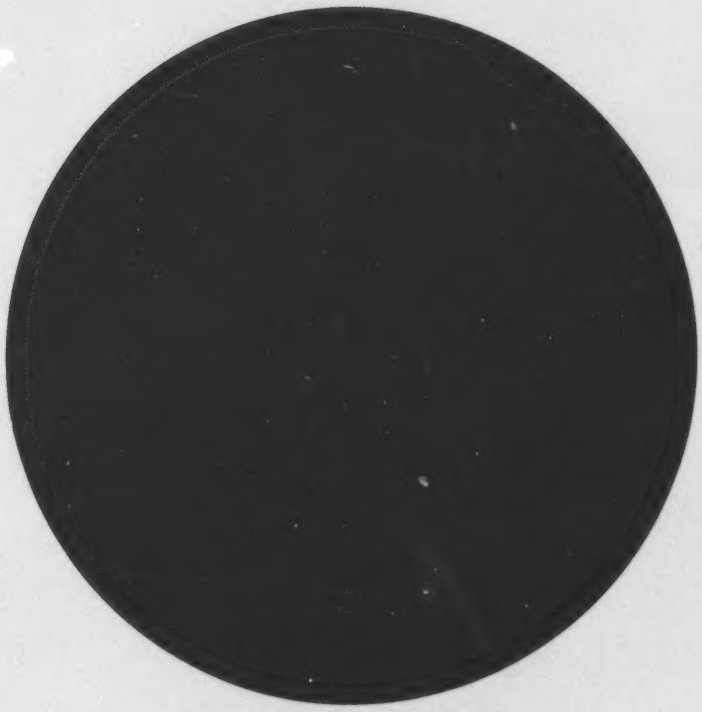

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THE GRADE NINE STUDENT SURVEY:
FALL 1980

E. N. Wright
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October, 1981

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INTRODUCTION

Historical Background

Do a disproportionate number of the children of poor people and immigrants go to special education classes? The first Every Student Survey in 1970 was conducted to respond to this question (Wright, 1970). The survey asked for information such as students' country of birth, mother tongue, family structure and parents' or guardians' occupations.

Five years later, in 1975, the Board requested the Research Department to update the Every Student Survey. Consequently, the 1975 Every Student Survey was undertaken using essentially the same questions as in 1970 (Deosaran, Wright and Kane, 1975).

Many people seemed to assume that there would be a 1980 survey similar to the 1970 and 1975 surveys. For instance, the final report of the Sub-Committee on Race Relations requested that the 1980 Every Student Survey collect information about students in the Toronto school system who belonged to visible minorities. Previcusly, the Multicultural Work Group, in its final report, had included two recommendations related to collecting data about ethnicity (see Appendix A). However, no funds or procedures existed for such a survey. Nevertheless, as part of the implementation of the Race Relations recommendations, the Research Department held discussions with various groups to find out how best to undertake a survey as recommended.

Based on these discussions and some concerns which

arose when the previous Every Student Surveys were conducted, the officials presented a report to the Board in which they discussed various issues related to undertaking a 1980 survey; they also proposed some alternatives to repeating the Every Student Survey. Some parents did not want to have the information collected from their young children and felt a survey form could be sent to parents asking them to provide the information. However, an attempt to collect information from the parents would decrease the return rate and leave large gaps in the data. Moreover, parental questionnaires would also create the problems of translation into various languages. Previous experience showed that it is difficult to obtain complete and accurate information from the younger pupils. An Every Student Survey also creates a considerable additional workload for special education, kindergarten and primary grade teachers.

Further, in the report, the officials expressed their concern about the practicability of continuing an Every Student Survey every five years and suggested that if such information was going to be regularly requested, it might be better collected at the time of registration when parents or guardians could supply it.

The officials also suggested that the question posed by the Sub-Committee on Race Relations about secondary school placement and its relation to ethno/cultural background could be answered with a 1980 fall survey of the first year secondary school students only.

Having received this report, the Board approved three recommendations. The first three-part recommendation

dealt with the development of a registration form for both elementary and secondary school students which, in addition to other necessary information, would also include questions similar to the 1975 Every Student Survey. The recommendation also provided for an additional clerk in the establishment of the Computer Services Department and additional funds to upgrade the department's hardware and software capability to facilitate dealing with the registration forms and procedures.

The second and third recommendations dealt with a survey of Grade 9 students' placement:

> "(2) A limited survey of Grade 9 students only be undertaken in the fall of 1980 and the Research Department analyze the data in terms of visible minority status.
>
> (3) A similar survey of Grade 9 students be undertaken annually to augment the student data file and the entries and withdrawals report."
>
> (Board Minutes, Feb. 18, 1980, p. 108)

PROCEDURES

Developing the Instrument

The 1980 survey form is shown in Appendix B. Except for three additional questions and some minor changes in wording and layout of some of the questions, the 1980 form is similar to the one used in the previous survey and asks about a student's level of study, birth place, mother tongue, family structure and parents' or guardians' occupations. Two additional questions were included in response to a trustee's suggestion; one asked about fluency in writing and speaking the English and French languages, and a second about fluency in any other language(s). The third new question, which asked about students' race and colour, was included in order to respond to the request of the Sub-Committee on Race Relations.

The question about family structure and parents' or guardians' occupations is very similar to the one asked in the previous Every Student Surveys. For those surveys, information on occupations was collected and scaled using a procedure developed in Canada which assigns a rank to a job based on a combination of the salary and the education of people who hold those jobs in Canada. The Blishen Scale (1976), which was used in this survey, is an update of the one used in the last Every Student Survey. A separate scale is available for females (Blishen and Carroll, 1978). It was decided that asking for occupational information was still preferable to attempting to obtain information about income or education, the former being an even more sensitive

issue, and the latter being hard to equate in this multi-cultural city. Thus, occupation is used again as a way of assessing socio-economic status (SES).

In preparation for the report to the Board about a 1980 student survey, a pilot test of the questionnaire was carried out in the fall of 1979. To pilot test the possible instrument and procedures, it seemed most productive, given the circumstances, to discuss such a survey with various interested groups and individuals. The procedure was to ask various school and community organizations and individuals to point to ways the questions could be improved. They were neither expected to endorse nor condemn the survey and no group prepared a formal resolution about it. The suggestions for improvement diminished with each successive draft.

The Ontario Human Rights Commission was asked to review and formally respond to one of the last drafts of the questionnaire. A copy of the Commission's letter showing their support appears in Appendix C.

The aforementioned groups made many helpful and insightful suggestions which are reflected in the final draft.

Target Population

While, on the face of it, Grade 9 students seem to be a clear and specific population, some limits had to be used when conducting the study. Since the purpose of the study was to look at the relationship between students'

background and the different Grade 9 programs in which they were registered, special consideration had to be given when dealing with repeaters and a handful of Grade 9 students who might be in Grade 10 home form rooms because of individualized timetables.

Using information from the Computer Services Department, it was possible to divide the Grade 9 students into the following groups:

a) those who came from Toronto elementary schools, both public and separate;

b) those who had been in a Toronto secondary school the preceding year; and

c) those who had been somewhere else.

This last category included both students who had just moved to Toronto and students from one of the boroughs who were studying in Toronto on an inter borough permit. There is no information as to whether or not members of the latter group are entering Grade 9 for the first time or are repeating.

In two secondary schools, grouping for home room is not done by grade, and in these schools only those students who had been in Toronto elementary schools last year could be identified as Grade 9 students and included. In a few high schools, there were several students in Grade 10 home rooms, although it was their first year in high school; they were tentatively included in the data collection.

Distribution of Questionnaires

Originally, the plan was to collect data early in

the fall of 1980; but during that time the Computer Services Department, which produces the class lists and student labels, was busy implementing the new registration form. As a result, the distribution of the survey forms was done during the first week of December, 1980. Survey forms with pre-printed and pre-fixed gummed labels are effective and economical because some of the useful information such as students' ID, name, sex, date of birth, school and class is stored permanently on the computer.

In anticipation of students' transfers and new entries during the data collection period, approximately 5 per cent extra forms, without pre-printed labels, were also enclosed for each home room. Previous experiences had indicated that the most effective and economical distribution technique for the survey forms was to send these to the principal of a school and, in a covering letter (see Appendix D), ask the principal to arrange distribution. The forms were presorted and prepacked by home rooms in the Research Department. In addition, the principal was asked to bear the responsibility of ensuring that the teachers had the forms completed by the students and returned to the school office which, in turn, would return these to the Research Department.

A separate letter explaining the procedures for administration of the survey form (see Appendix D) was also enclosed for the teachers.

The questionnaires were administered in the classroom and in some cases students who had difficulty understanding the questions had to be helped to fill in the

answers. Apart from one phone call about this problem and the phone calls relating to the time of administering the form because of conflicts with examination schedules, there were no other problems of which we were informed by the schools.

Nearly three-quarters of the completed questionnaires were returned to the Research Department during the first three weeks after mailing. Because of December examination schedules, some schools decided to administer the questionnaires after Christmas break and notified the Research Department accordingly. Those schools who failed to return the completed questionnaires within three weeks of the administration date were given phone reminders. This resulted in a complete return in about five weeks from administration date.

Comments and Reactions

When the various people were consulted during the development of the questionnaire, they made many helpful suggestions. However, there were some who disagreed with the collection of such data, arguing that it would be divisive; that it was inappropriate information for Boards of Education to have (i.e., "none of their business"), that questions on visible minority status would be inaccurately answered and that questions about parents' occupations were an invasion of privacy.

No negative comments were received from school personnel during the survey and they were very co-operative,

in some cases trying very hard to get the forms completed by students who had been absent.

There were relatively few students who refused to answer the questionnaire. Those who refused wrote down remarks such as, "I refuse to complete"; "prefer not to answer"; "I am sorry but I will not fill out this survey" and "I object to this personal questionnaire".

A few students responded to the questions about race, colour and parents' occupation with either a complaint or a facetious reply. A total of three students made jokes about race and colour (e.g., "pink with yellow dots") and four made jokes about occupation (e.g., "rich millionaire"). There were five complaints about the question on race and colour (e.g., "what is the use of asking my colour?" and "none of your business"). There were eight complaints about the question dealing with occupation (e.g., "none of your business"). Some students did not accept the categories given for race and colour. Approximately a dozen and a half students replied, "half-white-half-black" and another half dozen used hyphenated descriptions such as "half-Dutch-half-German" or "half-Canadian-half-French".

Notwithstanding the above comments, it appeared that most students tried to answer the forms as completely and carefully as possible. There were, of course, for every question a few students who did not complete it and it is not possible to tell whether this was because the question was not understood, the answer was not known, or the student did not wish to reply.

Return of the Questionnaire and Data Management

Various procedures were used to check the returns as they came back so that the maximum amount of information could be obtained with the minimum number of errors and problems. School personnel were asked to return the forms in the original envelope by which they were distributed so that returns could be checked off and new students who had completed blank forms could be identified with the proper school and home form. Coding was done by a small group of trained coders who were also coding the same information for the new student registration form. With the exception of the question on occupations, coding was essentially a straightforward, unambiguous activity. When the coding was finished, the data were keypunched and information on students' sex, date of birth, and previous school was added from existing files and the data were edited for consistency. After the data tape was prepared by the Computer Services Department, analyses were undertaken at the Ontario Institute for Studies in Education using the interactive SPSS package.

FINDINGS

Completion Rate

The Grade 9 Survey was done in the fall when there was considerable movement of students and one would expect some of the forms to be for students who, for one reason or another, were no longer attending a particular school. There were 8,454 forms with labels sent out for Grade 9 students. There were 8,037 forms returned: 7,065 were completed in part or in full, 442 were blank except for the label, the other 530 had some reason written on the form (e.g., "student absent", "student not in class', "no record", etc.). An analysis in June showed that of these 972 incomplete forms, 428 were for students who had left the system after the original lists were compiled. some LSE students, still on the rolls, would not be present to complete a form and other students would have been absent. With time, procedures can be developed to obtain data from some of these students.

For the purpose of this report, except where otherwise noted, all tables will be based on the 7,065 students who completed some or all of the form.

Some General Characteristics of the 1980 Grade 9 School Population

To provide a frame of reference for the 1980 information, data from the 1975 Every Student Survey were extracted and analyzed, for only Grade 9 students. When

comparisons of the general background characteristics are possible, the 1975 data is presented beside the 1980 data.

Place of Birth and Date of Arrival

Table 1 summarizes place of birth by region, Table 2 provides a detailed listing of place of birth, province by province for Canadian-born, and country by country for the rest. The results of shifting migration and immigration patterns can be seen. It takes years for the results of immigration to manifest themselves through the whole school system. The year of immigration for the Grade 9 immigrant students is shown in Table 3. This table reflects the varying rates of immigration to Canada over the last decade and a half.

The changes in immigration have resulted in the proportion of Grade 9 students born in Canada dropping from 66.1% in 1975 to 62.0% in 1980. Rather than listing the various countries which are associated with a notable change, each country or province in Table 2 where there is a change of 3/10 of a percent or more (i.e., .3%) is marked with an asterisk.

Mother Tongue and Language Fluency

There were several changes for the 1980 questionnaire related to language. Possibly the most important change was setting up French together with English as a clearly defined alternative for mother tongue. The second change was indicated in the question that two mother tongues could be reported. The questions on self-reported language fluency were new. Table 4 reports in summary form the number of students speaking English or French as a

TABLE 1

PLACE OF BIRTH BY REGION - GRADE 9 STUDENTS
FALL 1980 AND SPRING 1975

Region	1980		1975	
	Number	Percent	Number	Percent
Ontario	4042	57.2	5123	61.8
Other Provinces	336	4.8	358	4.3
Outside Canada[1]	54	0.8	0	0.0
United States & Mexico	100	1.4	60	0.7
South America	229	3.2	163	2.0
Central America	11	0.2	4	0.0
Caribbean Region	355	5.0	381	4.6
Europe	1142	16.2	1699	20.5
Middle East	13	0.2	8	0.1
Far East	343	4.9	247	3.0
South East Asia	258	3.6	9	0.1
Oceania	18	0.3	12	0.1
South Asia	87	1.2	53	0.6
Africa	43	0.6	26	0.3
No Information	34	0.5	140	1.7
TOTAL	7065	100.1*	8283	99.8*

[1] Country Not Specified

NOTE: Regions were defined using the categories found in Information Please Almanac, Atlas & Yearbook, 1979, 33rd Edition, The Viking Press, New York.

* Does not equal 100% because of rounding.

TABLE 2

COUNTRY OR PROVINCE OF BIRTH - GRADE 9 STUDENTS
FALL 1980 AND SPRING 1975

Country	1980 Number	1980 Percent	1975 Number	1975 Percent
*Ontario	4042	57.2	5123	61.8
*Quebec	118	1.7	90	1.1
New Brunswick	25	0.4	42	0.5
Nova Scotia	39	0.6	70	0.8
Prince Edward Island	5	0.1	12	0.1
Newfoundland	31	0.4	40	0.5
Manitoba	14	0.2	21	0.3
Saskatchewan	12	0.2	13	0.2
Alberta	21	0.3	41	0.5
British Columbia	31	0.4	29	0.4
Yukon, North West Territories	1	0.0	0	0.0
Canada (No Province Specified)	39	0.6	0	0.0
*United States	97	1.4	58	0.7
Mexico	3	0.0	2	0.0
Outside Canada (Not Specified)	54	0.8	0	0.0
SOUTH AMERICA				
South America (Not Specified)	4	0.1	4	0.0
Argentina	8	0.1	12	0.1
Brazil	14	0.2	19	0.2
Chile	9	0.1	6	0.1
Columbia	16	0.2	0	0.0
*Ecuador	79	1.1	37	0.4
*Guyana	81	1.1	64	0.8
Peru	10	0.1	0	0.1
Uruguay	4	0.1	2	0.0
Venezuela	4	0.1	19	0.2
CENTRAL AMERICA				
El Salvador	1	0.0	0	0.0
Guatemala	9	0.1	2	0.0
Honduras	1	0.0	2	0.0
CARIBBEAN REGION				
Bahamas	1	0.0	0	0.0
Barbados	7	0.1	18	0.2
Cuba	0	0.0	1	0.0
Grenada	4	0.1	9	0.1
*Jamaica	260	3.7	225	2.7
*Trinidad Tobago	64	0.9	105	1.3
Antigua	2	0.0	2	0.0
St. Lucia	1	0.0		
St. Kitts	2	0.0	15	0.2
St. Vincent	11	0.2		
West Indies (Not Specified)	1	0.0	6	0.1
Bermuda	2	0.0	0	0.0
EUROPE				
Europe (Not Specified)	1	0.0	2	0.0
Austria	0	0.0	3	0.0
Belgium	3	0.0	0	0.0

...cont'd

TABLE 2

(continued)

Country	1980 Number	1980 Percent	1975 Number	1975 Percent
Bulgaria	2	0.0	0	0.0
Cyprus	6	0.1	11	0.1
Czechoslovakia	8	0.1	10	0.1
Denmark	1	0.0	0	0.0
Finland	3	0.0	0	0.0
France	16	0.2	16	0.2
Germany West	35	0.5	18	0.2
*Greece	78	1.1	128	1.5
Hungary	4	0.1	5	0.1
Ireland	7	0.1	11	0.1
*Italy	135	1.9	505	6.1
Luxembourg	1	0.0	0	0.0
*Malta	3	0.0	25	0.3
Netherlands	1	0.0	6	0.1
*Poland	17	0.2	57	0.7
*Portugal	653	9.2	679	8.2
Romania	1	0.0	1	0.0
San Marino	1	0.0	0	0.0
Spain	10	0.1	4	0.0
Sweden	1	0.0	9	0.1
Switzerland	8	0.1	5	0.1
USSR	9	0.1	6	0.1
England	115	1.6	147	1.7
*Yugoslavia	23	0.3	51	0.6
MIDDLE EAST				
Iran	2	0.0	0	0.0
Israel	4	0.1	1	0.0
Jordan	0	0.0	1	0.0
Kuwait	2	0.0	0	0.0
Lebanon	2	0.0	0	0.0
Syria	0	0.0	1	0.0
Turkey	3	0.0	5	0.1
FAR EAST				
*China	62	0.9	0	0.0
Taiwan	17	0.2	9	0.1
Japan	5	0.1	3	0.0
Korea or South Korea	26	0.4	19	0.2
*Philippines	60	0.8	28	0.3
Hong Kong	172	2.4	188	2.3
Macao	1	0.0	0	0.0
SOUTH EAST ASIA				
Cambodia	10	0.1	0	0.0
Indonesia	2	0.0	2	0.0
*Laos	34	0.5	0	0.0
Malaysia	2	0.0	6	0.1
Singapore	2	0.0	0	0.0
*Vietnam	208	2.9	1	0.0

...cont'd

TABLE 2

(continued)

Country	1980 Number	1980 Percent	1975 Number	1975 Percent
OCEANIA				
Australia	14	0.2	9	0.1
Fiji	2	0.0	2	0.0
New Zealand	1	0.0	1	0.0
Solomon Islands	1	0.0	0	0.0
SOUTH ASIA				
Bangladesh	1	0.0	0	0.0
Burma	7	0.1	2	0.0
*India	71	1.0	42	0.5
Pakistan	7	0.1	9	0.1
Sri Lanka [a]	1	0.0		
AFRICA				
Africa (Not Specified)	9	0.1	6	0.1
Angola	4	0.1	0	0.0
Egypt	3	0.0	1	0.0
Ghana	2	0.0	0	0.0
Kenya	3	0.0	5	0.1
Mauritius	2	0.0	0	0.0
Morocco	0	0.0	2	0.0
Mozambique	2	0.0	0	0.0
Nigeria	1	0.0	0	0.0
Rhodesia	0	0.0	1	0.0
South Africa	8	0.1	3	0.0
Swaziland	1	0.0	0	0.0
Tanzania	5	0.1	8	0.1
Uganda	2	0.0	0	0.0
East Africa	1	0.0	0	0.0
No Information	34	0.5	140	1.7
TOTAL	7065	99.0 **	8283	99.3 **

NOTE: Regions were defined using the categories found in Information Please Almanac, Atlas & Yearbook, 1979, 33rd Edition, The Viking Press, New York.

* Country with a change equal to .3% of the total or more.

** Does not equal 100% because of rounding.

[a] In 1975 Sri Lanka was coded with India.

TABLE 3

YEAR OF ARRIVAL FOR IMMIGRANT
GRADE 9 STUDENTS (1980)

Year	Number of Students	Percent
1960	1	0.0
1961	1	0.0
1962	1	0.0
1963	7	0.3
1964	11	0.4
1965	49	1.8
1966	80	3.0
1967	126	4.7
1968	115	4.3
1969	130	4.9
1970	160	6.0
1971	119	4.5
1972	164	6.2
1973	152	5.7
1974	249	9.4
1975	286	10.8
1976	140	5.3
1977	93	3.5
1978	80	3.0
1979	205	7.7
1980	305	11.5
No Information	179	6.7
TOTAL	2653	99.7*

* Does not equal 100% because of rounding.

TABLE 4

NUMBER OF GRADE 9 STUDENTS
SPEAKING ENGLISH AND/OR FRENCH AND/OR
ANOTHER LANGUAGE AS A MOTHER TONGUE (1980)

Mother Tongue	Number	Percent
English Only	3576	50.6
French Only	52	0.7
English & French	173	2.4
English & Another Language	1300	18.4
French & Another Language	9	0.1
English, French & Another Language	64	0.9
Another Language	1766	25.0
No Information	125	1.8
TOTAL	7065	99.9*

* Does not equal 100% because of rounding.

mother tongue. Data obtained in 1975 showed 49.4% speaking English only, compared to 50.6% in 1980. Table 5 lists the mother tongues other than French and English. Students who reported both English and/or French and another language as a mother tongue are included under the "other" language since learning that language as a mother tongue indicates a major cultural influence and provides a conservative estimate of the continuing effects of immigration. The variations between 1975 and 1980 are similar to the differences observed in country of birth.

The question on self-reported language fluency in English and French, gives a picture of each student's performance as he/she sees it (Table 6). In written English, 71.5% of the students saw themselves as "fluent" and 31.7% of the students saw themselves as "fluent" or "fair" in writing the French language, 32.7% in speaking it. Over one-seventh of the students did not answer the question about fluency in French; it appears that in at least one school this question was misunderstood. At the school in which the French instructional unit was located, many English speaking students apparently thought the "French" question was only for those students who were receiving their instruction in French and these students omitted that part of the question.

Table 7 reports the languages, other than English and/or French, which the students report speaking fluently. Where two or more languages were reported only the first one mentioned was included in this table.

TABLE 5

NUMBER OF GRADE 9 STUDENTS SPEAKING A LANGUAGE OTHER THAN ENGLISH OR FRENCH AS A MOTHER TONGUE (1980 & 1975)

Language	1980		1975	
	Number	Percent	Number	Percent
Afrikaans	-	-	3	0.1
Albanian	4	0.1	3	0.1
*Arabic	9	0.3	-	-
Armenian	1	0.0	2	0.1
Austrian	-	-	3	0.1
Bulgarian	1	0.0	1	-
Brazilian	-	-	1	0.0
Burmese	3	0.1	2	0.1
Cambodian	2	0.1	-	-
*Cantonese	71	2.2	36	1.0
*Chinese	462	14.2	440	11.0
Cree	1	0.0	-	-
Croatian	14	0.4	13	0.3
Czechoslovakian	8	0.2	5	0.1
Danish	2	0.1	1	-
Dutch & Flemish	1	0.0	8	0.2
*Estonian	1	0.0	17	0.4
Egyptian	1	0.0	1	-
*Finnish	4	0.1	15	0.4
Gaelic	-	-	1	-
*German	55	1.7	112	2.8
*Greek	349	10.7	266	6.8
Greek;Macedonian[1]	6	0.2	9	0.2
Gujarati	14	0.4	6	0.2
Guyanese	-	-	2	0.1
Hebrew	13	0.4	6	0.2
Hindi	14	0.4	10	0.3
Hungarian	26	0.8	41	1.0
Indian	8	0.2	13	0.3
Indian N.A.	-	-	6	0.2
Indonesia	-	-	1	0.0
*Italian	614	18.8	1266	31.8
Jamaican Creole Patois	17	0.5	14	0.4
Japanese	15	0.5	12	0.3
Kachi	1	0.0	1	0.0
Korean	22	0.7	20	0.5
Lao	15	0.5	-	-
Latvian	8	0.2	14	0.4
Lithuanian	7	0.2	22	0.6
*Macedonian	21	0.6	46	1.2
Malay	2	0.1	-	-
Maltese	18	0.6	35	0.9
Mandarin	10	0.3	2	0.1
Norwegian	3	0.1	-	-
Ojibwa	2	0.1	-	-
Panjabi	34	1.0	15	0.4
Pakistani	-	-	3	0.1
Persian	1	0.0	-	-

...cont'd

TABLE 5

(continued)

Language	1980		1975	
	Number	Percent	Number	Percent
*Polish	68	2.1	152	3.2
*Portuguese	782	24.0	796	20.0
Romanian	2	0.1	1	-
Russian	10	0.3	16	0.4
Serbian	2	0.1	8	0.2
*Serbo-Croatian	32	1.0	62	1.6
Sign Language	7	0.2	3	0.1
Slovak	1	0.0	7	0.2
Slovenian	2	0.1	3	0.1
*Spanish	130	4.0	111	2.8
Swahili	2	0.1	1	-
Swedish	2	0.1	5	0.1
*Tagalog & Filipino	45	1.4	21	0.5
Turkish	4	0.1	2	0.1
Taiwanese	2	0.1	-	-
*Ukrainian	64	2.0	122	3.1
Urdu	9	0.3	9	0.2
*Vietnamese	113	3.5	-	-
Yiddish	2	0.1	2	0.1
No Information & Unclassified	125	3.8	192	4.8
TOTAL	3264	100.2**	3987	100.2**

NOTE: Students who learned both English, or French, and another language as mother tongues are included in this table.

* Country with a change equal to .3% of the total or more.

** Does not equal 100% because of rounding.

1 Students reported Greek and Macedonian.

TABLE 6

FLUENCY IN ENGLISH AND/OR FRENCH OF GRADE 9 STUDENTS
- SELF-REPORTED DATA (PERCENTAGES IN PARENTHESES)

Fluency	English		French	
	Spoken	Written	Spoken	Written
Fluent	5761 (81.5%)	5034 (71.3%)	216 (3.1%)	234 (3.3%)
Fair	932 (13.2%)	1460 (20.7%)	2091 (29.6%)	2003 (28.4%)
Poor	269 (3.8%)	367 (5.2%)	2207 (31.2%)	2004 (28.4%)
None	49 (0.7%)	61 (0.9%)	1441 (20.4%)	1668 (23.6%)
No Information	54 (0.8%)	143 (2.0%)	1110 (15.7%)	1156 (16.4%)
TOTAL	7065 (100.0%)	7065 (100.1%*)	7065 (100.0%)	7065 (100.1%*)

* Does not equal 100% because of rounding.

TABLE 7

THE NUMBER OF GRADE 9 STUDENTS SPEAKING
A LANGUAGE OTHER THAN ENGLISH OR FRENCH FLUENTLY
- SELF REPORTED DATA

Language	Number	Percent
Afrikaans	2	0.0
Albanian	4	0.1
Arabic	3	0.0
Armenian	1	0.0
Bulgarian	2	0.0
Burmese	2	0.0
Cambodian	3	0.0
Cantonese	56	0.8
Chinese	358	5.1
Croatian	10	0.1
Czechoslovakian	6	0.1
Danish	2	0.0
Dutch; Flemish	2	0.0
Finnish	4	0.1
Gaelic	1	0.0
German	65	0.9
Greek	326	4.6
Greek; Macedonian	6	0.1
Gujarati	18	0.3
Hebrew	29	0.4
Hindi	15	0.2
Hungarian	25	0.4
Indian	5	0.1
Italian	520	7.4
Jamaican Creole Patois	26	0.4
Japanese	10	0.1
Korean	24	0.3
Lao	14	0.2
Latvian	9	0.1
Lithuanian	7	0.1
Macedonian	14	0.2
Malay	2	0.0
Maltese	16	0.2
Mandarin	8	0.1
Norwegian	3	0.0
Ojibwa	1	0.0
Panjabi	32	0.5
Persian	1	0.0
Polish	66	0.9
Portuguese	702	9.9
Romanian	2	0.0
Russian	7	0.1
Serbian	2	0.0
Serbo-Croatian	39	0.6
Sign Language	11	0.2
Slovak	1	0.0
Slovenian	2	0.0
Spanish	139	2.0
Tagalog; Filipino	37	0.5

...cont'd

TABLE 7

(continued)

Language	Number	Percent
Taiwanese	2	0.0
Thai; Siamese; Pali	1	0.0
Turkish	1	0.0
Ukrainian	63	0.9
Urdu	9	0.1
Vietnamese	98	1.4
No Other Language Reported	4249	60.1
TOTAL	7065	99.6*

* Does not equal 100% because of rounding.

Race and Colour

Students were asked to identify themselves by race and colour. As Table 8 shows, all but 1.4% answered the question. Of interest are the replies given by students who checked "Other" because it had not been anticipated that this category would normally have been used and 4.3% checked it. It was most commonly used by students who described themselves as West Indian (29), Portuguese (27), Greek (25), Italian (20), South American (15), Spanish (14) and Guyanese (12).

Race or colour is a weak indicator of a student's country of birth as Table 9 demonstrates. Looking at "Native Canadians" one may wonder at the student who reported being born in Europe. While the student may have made a mistake or may have misunderstood the question, it is also possible that the respondent was born to Canadian parents while they were working overseas. In other categories such as Asian and South Asian, immigration and settlement patterns over the decades make it inappropriate to assume any particular pattern of response. In considering Table 9, it was realized that there is no clear provision for Indians who are native to the United States or to South or Central America.

Family Status

Compared to the 1975 question, there was a slight change in the choices presented to the students. Additional choices were specified to help clarify the status of those students who did not live with either parent. As Table 10 shows, the proportion of students living with both parents

TABLE 8

RACE AND COLOUR OF GRADE 9 STUDENTS
- SELF-REPORTED DATA

Category Label	Number	Percent
Black	473	6.7
White	5158	73.0
Native Canadian	47	0.7
Asian Descent	851	12.0
South Asian Descent	134	1.9
Other	303	4.3
No Information	99	1.4
TOTAL	7065	100.0

TABLE 9

RACE AND REGION OF BIRTH OF GRADE 9 STUDENTS - EXPRESSED AS A PERCENTAGE

Race	Number of Students	Ontario	Other Provinces	United States & Mexico	Outside Canada	South America	Caribbean Region	Europe	South East Asia	Oceania	South Asia	Africa	Central America	Middle East	Far East	No Info.	Total Percent
Black	473	21.1	3.0	1.1	1.7	4.4	61.3	5.3	0.2	0.4	0.6	0.2	-	-	-	0.6	99.9*
White	5158	68.7	5.5	1.6	0.3	2.0	0.2	20.2	0.1	0.2	0.0	0.4	0.1	0.1	0.1	0.4	99.9*
Native Canadian	47	78.7	6.4	2.1	-	6.4	2.1	2.1	-	-	2.1	-	-	-	-	-	99.9*
Asian	851	24.2	1.9	0.5	2.8	1.2	1.4	0.8	28.0	0.2	1.2	0.2	-	0.2	36.9	0.5	100.0
South Asian	134	1.5	-	-	2.2	14.2	6.7	6.0	3.0	0.7	51.5	11.2	-	-	3.0	-	100.0
Other	303	34.0	3.6	0.6	0.7	21.4	10.0	14.5	2.0	0.3	1.0	1.7	1.7	1.3	6.9	0.3	100.0
TOTAL	6966[a]	56.1	4.7	1.3	0.7	3.2	5.0	16.2	3.7	0.3	2.4	0.6	0.2	0.2	4.9	0.4	99.9*

[a] No Information on Race for 99 Students

* Does not equal 100% because of rounding.

TABLE 10

FAMILY STATUS OF GRADE 9 STUDENTS

Student Lives With	1980		1975	
	Number	Percent	Number	Percent
Both Parents	5170	73.2	6501	78.5
Mother	1239	17.5	1277	15.4
Father	214	3.0	180	2.2
Guardian	233	3.3		
Group Home	63	0.9		
Alone	42	0.6	223	2.7
Relatives; Friend	5	0.1		
No Information	99	1.4	102	1.2
TOTAL	7065	100.0	8283	100.0

has fallen to 73.2%, dropping from 78.5% five years ago. This is accompanied by an increase in those living in single parent households and an increase in those living with neither parent.

The Socio-economic Index Used for Occupational Categories

In 1967 Blishen published a socio-economic index for occupations in Canada. The index was designed to rank occupations according to their perceived prestige using a combined measure of the income and education of the people in each occupation, as shown by the 1961 census data. In 1976 Blishen and McRoberts published a revised index based on the data from the 1971 census data. Because of some slight changes in the procedures which they used for the revised index, it is not possible to make a direct comparison of the values assigned to a particular occupation in 1961 with those assigned in 1971. In their paper, however, they do discuss the relative ranking of some jobs common to both scales and identify a few which changed their relative positions.

In the Every Student Surveys, the occupations in the Blishen index had been grouped into a few categories. With a new socio-economic index it was necessary to develop a new set of groups. In both Every Student Surveys category 1 was reserved for people who did not have an occupation and Blishen's occupations were described using 8 categories, with category 2 including labourers and category 9 including physicians. Only 5 categories are used this time to describe Blishen's categories with category 2 including many blue collar occupations and category 6 including many

professional occupations. The groups were developed by examining the data and trying to build groups that seemed to go together in terms of the frequency distribution of the data instead of using arbitrary numerical cutting points as Blishen suggests.

In 1978 Blishen and Carroll published a socio-economic index that they had developed for employed women. All of the jobs held by mothers were coded using this new index. The male and female indices are not the same, nor can the index numbers be directly compared. A set of categories was developed for females using the same approach as was used with the males and using the same number of similar categories, but the meaning of the two sets of categories cannot be treated as identical.

The general category 1, for both males and females, is used to summarize those who do not have an occupation. This includes homemakers, students, people on pensions and the unemployed. This category can be misleading, especially for females, because it includes women who are not in the workforce (and whose husbands might be in any category) as well as those trying to be in the workforce but who are reported by their Grade 9 child as not being employed. The category also includes those on welfare and mother's allowance if so reported. An additional category called "none" is used to include those who did not answer the question or provided information that could not be coded. There were a few students who described a parent as "self-employed"; this could not be categorized because it was too general a term.

Serious consideration was given to developing a scale that combined the jobs of both parents (take an average, just take the male's job, take the parent with highest rating, etc.). No appropriate way was found to combine the scales at least not one that seemed to be a good method to recognize the family influences on a child; thus, four tables are used. First, fathers' (Table 11) and mothers' (Table 12) occupations are presented for students from families with both parents present, then students living with single parents, fathers (Table 13), and mothers (Table 14) are presented.

There is one value that can be compared with previous Every Student Surveys and that is the non-response rate. In 1975, 6.9% of the Grade 9 students provided no information about parents' occupations and somewhat fewer students did not answer this question in 1970. In 1980, of the 5,170 students from intact families, 10.7% gave no codeable reply for father's occupation (excluding the self employed). There is a larger percentage of non-respondents for mother's occupation and for single parents.

As a matter of interest a set of four tables (Nos. 29-32) in Appendix E show parents' occupational status subdivided by the region of birth for the student.

Race and Family Status

Table 15 presents the data on students from single parent families and intact families by race. Students of Asian descent are the most likely to be living alone or with a guardian (the Native Canadian percentage for "alone," 2.1% represents only one student). Nearly half the Native

TABLE 11

SOCIO-ECONOMIC STATUS BASED ON FATHER'S OCCUPATION
- STUDENT LIVES WITH BOTH PARENTS

SES Category	Blishen's Index Values[1]	Illustrative Occupations	Number	Percent
1		pensioner, student, retired, unemployed	214	4.1
2	18-32	newsboy, labourer, truck driver, waiter, carpenter, orderly, door-to-door salesman	2075	40.1
3	33-40	shipping clerk, welder, referee, dancer, engraver, hotel manager, teller, cashier	520	10.1
4	41-54	mail carrier, musician, typist, athlete, most foremen, many supervisors, real estate sales, minister, tool & die occupations, physiotherapist	813	15.7
5	55-65	social worker, writer, editor, draftsman, psychologist, many managers, elementary school teacher	451	8.7
6	66-75	chemist, pilot, accountant, secondary school teacher, lawyer, physician	490	9.5
None		self-employed, no information, not codable	607	11.7
TOTAL			5170	99.9*

[1] Only first two digits of Blishen's values were used for coding.

* Does not equal 100% because of rounding.

TABLE 12

SOCIO-ECONOMIC STATUS BASED ON MOTHER'S OCCUPATION
- STUDENT LIVES WITH BOTH PARENTS

SES Category	Blishen's Index Values[1]	Illustrative Occupations	Number	Percent
1		homemaker, unemployed, student, pensioner, retired	1553	30.0
2	20-33	charwoman, chambermaid, babysitter, hairdresser, sewing machine operator	1694	32.8
3	34-45	cashier, typist, bookkeeper, nursing assistant, bank clerk	498	9.6
4	46-57	secretary, actress, statistical clerk	418	8.1
5	58-66	physiotherapist, community college teacher, personnel officer, policewoman, nurse	123	2.4
6	67-87	university professor, elementary school teacher, secondary school teacher, social worker, psychologist, physician, lawyer	86	1.7
None		self-employed, no information, not codable	798	15.4
TOTAL			5170	100.0

[1] Only the first two digits of Blishen's values were used for coding.

TABLE 13

SOCIO-ECONOMIC STATUS BASED ON FATHER'S OCCUPATION - STUDENT LIVES WITH FATHER ONLY

SES Category[1]	Number	Percent
1	17	7.9
2	51	23.8
3	17	7.9
4	34	15.9
5	23	10.7
6	28	13.1
None	44	20.6
TOTAL	214	99.9*

[1] See Table 11 for description of the categories.

* Does not equal 100% because of rounding.

TABLE 14

SOCIO-ECONOMIC STATUS BASED ON MOTHER'S OCCUPATION
- STUDENT LIVES WITH MOTHER ONLY

SES Category[1]	Number	Percent
1	292	23.6
2	246	19.9
3	213	17.2
4	168	13.6
5	65	5.2
6	32	2.6
None	223	18.0
TOTAL	1239	100.1*

[1] See Table 12 for description of the categories.

* Does not equal 100% because of rounding.

TABLE 15

RACE AND FAMILY STATUS OF GRADE 9 STUDENTS

Race	Number	Both Parents %	Mother Only %	Father Only %	Guardian %	Group Home %	Alone %	Total Percent
Black	464	52.6	41.8	1.9	1.9	1.3	0.4	99.9*
White	5112	76.6	17.5	3.3	1.6	0.5	0.5	100.0
Native Canadian	47	44.7	48.9	0.0	4.3	0.0	2.1	100.0
Asian Descent	829	72.0	7.0	3.0	13.7	2.7	1.6	100.0
South Asian Descent	131	81.7	9.2	2.3	5.3	0.8	0.8	100.1*
Others	293	78.8	13.6	1.4	5.1	1.0	0.0	99.9*
No Information	85	64.7	22.4	5.9	3.5	2.3	1.2	100.0
TOTAL	6961[a]	74.3	17.8	3.1	3.3	0.9	0.6	100.0

[a] 104 students did not provide sufficient information to designate their family status.

* Does not equal 100% because of rounding.

Canadians (48.9%) and over two-fifths (41.8%) of the Black students reported living with mother only. Students who provided no information about race are the ones most likely to be in a father-only household (5.9%).

Levels of Study

Subjects in Toronto secondary schools are offered at 6 different levels of difficulty. Students were asked to indicate the level at which they were taking the majority of their courses. Because there are few level 1 programs in the system, levels 1 and 2 (Vocational) were grouped together. Similarly levels 5 and 6 (Advanced and Enriched) were grouped together. Level 5 and 6 courses are taken for admission to Grade 13 which is a prerequisite for admission to a university. Level 3 is the Occupational Program and level 4 is the General Program. (Under the new nomenclature of the Ministry of Education, levels 1 and 2 are called Modified, level 3 is Basic, level 4 is General and level 5 is Advanced.)

Some schools had a larger number of incompleted forms than others. This may have been related to the effort put into trying to get data from students who were absent when the data were collected. Three of the four schools with the greatest number of blank forms (absent students) were levels 1, 2 and 3 schools. There seemed to be no other systematic bias to the absent students.

The first set of data in Table 16 shows how Grade 9 male and female students in 1980 and 1975 are distributed

TABLE 16

LEVEL OF STUDY BY SEX - GRADE 9 STUDENTS
FALL 1980 AND SPRING 1975

Year	Sex	Number	Level of Study 1 and 2 %	3 %	4 %	5 and 6 %	Total %
1980	Male	3622	2.6	18.9	30.6	47.9	100.0
	Female	3301	2.6	13.5	26.4	57.4	99.9*
	TOTAL	6923[a]	2.6	16.4	28.6	52.4	100.0
1975	Male	4269	6.1	18.4	24.7	50.8	100.0
	Female	3925	5.0	14.7	23.5	56.8	100.0
	TOTAL	8194[b]	5.6	16.6	24.1	53.7	100.0

[a] There was not sufficient information to include 43 students in this table; an additional 99 were ESL students and not assigned to any level.

[b] 89 students did not provide sufficient information to include them in this table.

* Does not equal 100% because of rounding.

across levels of study. In both 1980 and 1975, there are proportionately more female students than males in levels 5 and 6, and proportionately fewer females in level 3. A statistical test of the data shows the male and female distributions to be different at the .01 level of significance (1980, chi square = 71.38, df=3; 1975, chi square = 36.20, df=3).

The data from 1980 were compared statistically with the data from 1975. Looking at the totals, the differences are statistically significant at the .01 level (chi square = 108.75, df=3), a difference which can be attributed mainly to a decline in the proportion of students within levels 1 and 2 and an increase in the proportion in level 4. Further analysis on 1980 versus 1975 data suggests that while the decrease in level 1 and 2 students was true for both males and females, there were only slight changes for other levels among the females. Among the males, however, the increase in the proportion of level 4 students was more dramatic and the overall shift in the distribution of male students was statistically significant beyond .01 level (chi square = 83.19, df=3).

There are basically four sources for the students in Grade 9. One group comes from Grade 8 in Toronto's public schools, a second group comes from Grade 8 in the separate schools in Toronto and a third group comes from Toronto's secondary schools. Most of the third group will be repeating their grade although some might have changed their complete program. The fourth group is "Others"; it includes students who come rom the boroughs, fee paying

students as well as new students who have moved to Toronto and are residents here. Students classed as "Others" could be coming from either an elementary school or a secondary school and represent a somewhat ill-defined group at present. Table 17 shows the source of Grade 9 students by level and provides a rough relative indication of Grade 9 repeaters. When looking at the distribution of students from separate schools, it must be remembered that this, in part, reflects the more limited variety of secondary school programs available in the separate school system.

In the tables and sections which follow, level of study is reported by a variety of categories such as whether English was a mother tongue, immigrant status, race and socio-economic status. It may be tempting to assign causality because of the relationships, but the relationships are not clear cut nor so easily explained. In a few cases tables have been run including two variables, for example, presenting data for occupational category 2 only and another variable. But as one subdivides the data the numbers become smaller and one cannot generalize on the basis of a few numbers. A brief discussion follows the various sets of data which will help the reader relate the various tables to each other.

Mother Tongue, Immigrant Status and Level of Study

In the previous Every Student Surveys, four categories were built based on whether or not the student was born in Canada and whether or not English was the only mother tongue. For this study the category structure was slightly changed to include French and English together. In

TABLE 17

FEEDER SCHOOL AND LEVEL OF STUDY

Feeder School	Number	Level of Study 1 and 2 %	3 %	4 %	5 and 6 %	Total %
Toronto Public Schools	3810	2.5	14.4	22.6	60.5	100.0
Separate Schools	1122	3.9	15.9	37.6	42.6	100.0
Toronto Secondary Schools	740	1.2	18.1	44.2	36.5	100.0
Others	1278	2.5	21.7	29.4	46.3	99.9*
TOTAL	6950[a]	2.6	16.3	28.6	52.4	99.9*

[a] There was no information on level of study for 16 students; an additional 99 students were ESL students and not assigned to any level.

* Does not equal 100% because of rounding.

detail the four categories are:

Category 1 (42.8%) Students born in Canada, with English and/or French as mother tongue(s).

Category 2 (20.5%) Students born in Canada with mother tongue(s) other than English and/or French (Note that this means a student reporting both English and, for example, Italian as mother tongues would be placed in this category).

Category 3 (12.5%) Students not born in Canada with English and/or French as mother tongue(s).

Category 4 (24.2%) Students not born in Canada with mother tongue(s) other than English and/or French.

Table 18 presents the levels of study for Grade 9 students for both 1980 and 1975. Although there were some general changes from 1975 to 1980 the details were not the same for every group. In all groups the proportions in levels 1 and 2 decreased, and in level 4 increased. The most dramatic change in level 4 is among the immigrant students for whom English and/or French is the only mother tongue (category 3). Compared to 18.7% in 1975, there are now 31.0% in level 4. All except those born in Canada with English and/or French as a mother tongue showed a slight drop in the proportions in level 5 and 6 programs. In order to better see the interplay of different factors and to emphasize the danger of ignoring other variables, these data are presented again in Table 19. Here, only those students' parents whose occupations are classed in category 2 are reported. In the first part of the table are students with both parents working in jobs in classification two and in the second part of the table students in single-parent, mother-only households where the mother's occupation is in classification two. The distribution of students with

TABLE 18

LEVEL OF STUDY OF GRADE 9 STUDENTS
CATEGORIZED AS TO WHETHER OR NOT STUDENT WAS BORN IN
CANADA, AND WHETHER OR NOT ENGLISH AND/OR FRENCH WAS THE MOTHER TONGUE

Background Categories	Number	Level of Study 1 and 2 %	3 %	4 %	5 and 6 %	Total %
FALL 1980						
1-Born in Canada Eng/Fr. mo. tongue	2911	1.7	17.0	26.6	54.6	99.9*
2-Born in Canada Eng/Fr. not mo. tongue	1393	1.9	9.9	28.6	59.6	100.0
3-Not Born in Canada Eng/Fr. mo. tongue	853	3.0	17.7	31.0	48.3	100.0
4-Not Born in Canada Eng/Fr. not mo. tongue	1647	4.7	20.3	31.0	43.9	99.9*
TOTAL	6804[a]	2.6	16.4	28.6	52.3	99.9*
SPRING 1975						
1-Born in Canada Eng/Fr. mo. tongue	3417	5.5	19.0	23.3	52.2	100.0
2-Born in Canada Eng/Fr. not mo. tongue	1974	2.3	11.2	24.2	62.2	99.9*
3-Not Born in Canada Eng/Fr. mo. tongue	621	8.0	18.7	18.7	54.6	100.0
4-Not Born in Canada Eng/Fr. not mo. tongue	2018	8.5	17.8	28.5	45.2	100.0
TOTAL	8030[b]	5.7	16.8	24.5	53.1	100.1*

[a] 162 students provided insufficient information, and an additional 99 were ESL students. Those students were not included in this table.

[b] 253 students did not provide sufficent information to include in this table.

* Does not equal 100% because of rounding.

TABLE 19

IMMIGRANT STATUS AND LEVEL OF STUDY
FOR STUDENTS WHOSE PARENTS ARE IN OCCUPATIONAL CATEGORY 2

Immigrant and Language Category[1]	Number	Level of Study: 1 and 2 %	3 %	4 %	5 and 6 %	Total %
Both Parents in SES Category 2						
1	131	2.3	26.0	42.0	29.8	100.1*
2	323	1.2	12.7	37.8	48.3	100.0
3	114	4.4	24.6	43.0	28.1	100.1*
4	455	6.6	27.3	29.2	36.9	100.0
TOTAL	1023[a]	4.1	22.2	35.1	38.6	100.0
Single Parent - Mother in SES Category 2						
1	87	3.4	32.2	37.9	26.4	99.9*
2	37	0.0	10.8	35.1	54.1	100.0
3	63	11.1	19.0	47.6	22.2	99.9*
4	50	4.0	24.0	40.0	32.0	100.0
TOTAL	237[b]	5.1	23.6	40.5	30.8	100.0

NOTE: The small number of students(49) from father-only single-parent families with father in occupational category 2, precluded doing a table for this subset.

* Does not equal 100% because of rounding.

1 See Table 18 for categories.

a 43 students did not provide enough information to include them in in this section.

b 5 students in this category did not provide sufficient information to include them in this section.

English and/or French as a mother tongue is very similar, whether or not they are immigrants they are the least likely to be level 5 and 6 students.

The similarities between these two groups suggest that for students who have English and/or French as a mother tongue it matters little whether or not they were born in Canada but it does matter whether they come from a single-parent home and what kind of jobs their parents have. Students who had a mother tongue other than English and/or French are more likely to be in levels 5 and 6; of these students those born in Canada are more likely to be in levels 5 and 6 than those who were born outside Canada.

Table 20 examines the relationship between the age-on-arrival of students born outside Canada and their level of study. The age groups are subdivided by whether or not English and/or French was a mother tongue. Among those who speak English and/or French as a mother tongue, a clear pattern exists. The later arrivals have smaller proportions of students in levels 5 and 6 and larger proportions in levels 1, 2, 3 and 4. Among those students for whom English and/or French was not the mother tongue the smallest proportion of students in either levels 4 or 5 and 6 is found among those who arrived between ages 7 and 11.

Yet another way of looking at this same group of students is to examine the level of study for students according to where they were born. These data, which are presented in Table 21 must be treated cautiously. Regions such as the Middle East and Central America represented by 11 and 10 students respectively, do not provide enough data

TABLE 20

AGE ON ARRIVAL AND LEVEL OF STUDY FOR STUDENTS NOT BORN IN CANADA
-CATEGORIZED BY WHETHER OR NOT ENGLISH AND/OR FRENCH WAS THE MOTHER TONGUE

Age on Arrival	Mother Tongue [1]	Number [1]	Level of Study: 1 and 2 %	3 %	4 %	5 and 6 %	Total %
1-6	English and/or French	143	0.0	9.1	23.8	67.1	100.0
	Another Language	567	4.1	19.9	29.1	46.9	100.0
7-11	English and/or French	338	2.1	15.6	31.1	51.2	100.0
	Another Language	525	7.2	24.4	26.5	41.9	100.0
12+	English and/or French	309	5.2	24.3	34.6	35.9	100.0
	Another Language	435	2.3	15.2	37.9	44.6	100.0
TOTAL	English and/or French	790	2.9	17.8	31.1	48.1	99.9*
	Another Language	1527	4.6	20.1	30.7	44.5	99.9*

* Does not equal 100% because of rounding.

1 There were 2653 students born outside Canada - 63 did not report mother tongue, 4 did not report level of study, 179 did not report information about age on arrival, and there were 90 more students still in ESL classes. As a result, only 2317 students could be included in this table.

TABLE 21

REGION OF BIRTH AND LEVEL OF STUDY OF GRADE 9 STUDENTS

Region of Birth[1]	Number	Level of Study				Total
		1 and 2	3	4	5 and 6	
		%	%	%	%	%
Ontario	4032	1.7	14.1	27.8	56.4	100.0
Other Provinces	335	2.4	21.5	20.0	56.1	100.0
Outside Canada[2]	46	4.3	15.2	32.6	47.8	99.9*
United States & Mexico	99	0.0	1.0	6.1	92.9	100.0
South America	227	4.0	20.3	33.9	41.8	100.0
Central America	10	20.0	10.0	50.0	20.0	100.0
Caribbean Region	354	5.1	25.1	34.5	35.3	100.0
Europe	1135	5.3	25.6	33.3	35.8	100.0
Middle East	11	0.0	9.1	27.3	63.6	100.0
Far East	310	1.6	5.2	22.9	70.3	100.0
South East Asia	216	1.8	10.2	36.6	51.4	100.0
Oceania	18	0.0	11.1	27.8	61.1	100.0
South Asia	82	3.6	15.8	19.5	61.0	99.9*
Africa	43	2.3	2.3	27.9	67.4	99.9*
No Information	32	3.1	21.9	28.1	46.9	100.0
TOTAL	6950[a]	2.6	16.4	28.6	52.4	100.0

1 See note under Table 1 for source of classification.

2 Country not specified.

a No information on level of study for 16 students. An additional 99 were ESL students.

* Does not equal 100% because of rounding.

for any generalization. Other regions such as Europe are far from homogeneous including both English and non-English speaking countries. In this table we see Europe and the Caribbean region having relatively large percentages of level 3 as well as level 1 and 2 students. Students born in United States and Mexico have a large representation in levels 5 and 6, and students born in the Far East also have a large proportion of their number in levels 5 and 6. Students born in Canada but outside Ontario have a larger proportion in levels 1, 2 and 3 than students born in Ontario, possibly related to selective factors in migration patterns.

Race and Level of Study

Table 22 presents the data relating level of study to race. The reader should be cautious about this table as some of the immigration and language factors previously presented may play a role in these data. Blacks and Native Canadians have the highest proportions in levels 1, 2 and 3. Students of Asian and South Asian descent have the highest proportions of students in levels 5 and 6.

Family Status and Level of Study

Students living in single parent homes are slightly less likely to be in levels 5 and 6 than students in intact families (see Table 23). Students living alone or in group homes seem to be the least likely to be in levels 5 and 6, however the number of students in these categories is too small to generalize. A further examination of family status was carried out controlling for occupational level of parents by considering only those parents in occupational

TABLE 22

RACE AND LEVEL OF STUDY OF GRADE 9 STUDENTS

Race	Number	Level of Study 1 and 2 %	3 %	4 %	5 and 6 %	Total %
Black	472	4.3	24.1	36.2	35.4	100.0
White	5143	2.7	17.6	29.2	50.5	100.0
Native Canadian	47	0.0	25.5	36.2	38.3	100.0
Asian Descent	768	0.8	5.6	21.9	71.7	100.0
South Asian Descent	127	3.2	15.0	15.7	66.1	100.0
Other	297	4.0	10.8	26.9	58.3	100.0
No Information	96	2.1	13.5	29.2	55.2	100.0
TOTAL	6950[a]	2.6	16.4	28.6	52.4	100.0

[a] No information on level of study for 16 students, and an additional 99 were ESL students.

TABLE 23

FAMILY STATUS AND LEVEL OF STUDY OF GRADE 9 STUDENTS

Family Status	Number	Level of Study				Total %
		1 and 2 %	3 %	4 %	5 and 6 %	
Both Parents	5114	2.7	14.6	28.0	54.7	100.0
Mother Only	1226	2.9	22.3	29.4	45.4	100.0
Father Only	208	1.4	20.7	31.7	46.1	99.9*
Guardian	202	2.0	19.3	33.7	45.0	100.0
Group Home	63	1.6	27.0	31.7	39.7	100.0
Alone	38	0.0	15.8	52.6	31.6	100.0
Relatives/Friends	5	0.0	0.0	20.0	80.0	100.0
No Information	94	2.1	11.7	21.3	64.9	100.0
TOTAL	6950[a]	2.6	16.4	28.6	52.4	100.0

[a] No information on level of study for 16 students, and an additional 99 were ESL students.

* Does not equal 100% because of rounding.

TABLE 24

FAMILY STATUS AND LEVEL OF STUDY FOR OCCUPATIONAL CATEGORY 2 ONLY

Family Status	Number	Level of Study 1 and 2 %	3 %	4 %	5 and 6 %	Total %
Both Parents Present[1]						
Father	2047	3.4	19.6	35.3	41.8	100.1*
Mother	1679	4.0	20.1	33.5	42.4	100.0
Both Father & Mother	1043	4.1	21.9	35.1	38.8	99.9*
Father Only	49	2.0	36.7	38.8	22.4	99.9*
Mother Only	242	5.0	23.1	40.1	31.8	100.0

[1] In this section, all students with fathers in occupational category 2 are considered, then all students whose mothers have occupations in category 2 and then those students who have both parents working and both are in occupational category 2.

* Does not equal 100% because of rounding.

category 2. Table 24 shows the data for intact families first. Students with fathers in occupational category 2 are considered first, then students whose mothers are in occupational category two. (These two overlapping groups of students are very similar.) Looking at the subgroup of students who have both parents with jobs in occupational category 2, there is only a slight change in distribution. There are some changes, however, when looking at single parent families. Students living with a mother only who has a job falling in category 2 show a decrease in the proportion in levels 5 and 6 from 38.8% for both parents to 31.8% for mother only (not enough to be statistically significant), and students with only a father in occupational category 2 have even a smaller proportion in levels 5 and 6 (22.4%) and a notably larger proportion in level 3 (36.7%) compared to students from intact families (21.9%). The statistical analysis shows that this difference is significant at the .05 level (father only compared to mother and father combining levels 1, 2 and 3 chi square = 6.31, 2 d.f.)

Socio-economic Status and Level of Study

Socio-economic status - as indicated by parents' occupations- has already been introduced in previous sections to provide one form of control on the data. The categorization of occupations and the use of these categories as an index of socio-economic status has already been presented. In Tables 25, 26, 27 and 28 we see the relationship between a student's level of study and the occupational category into which a parent's job falls.

TABLE 25

LEVEL OF STUDY AND SOCIO-ECONOMIC STATUS BASED ON FATHER'S OCCUPATION - STUDENT LIVES WITH BOTH PARENTS

SES Category[1]	Number	Level of Study				Total
		1 and 2 %	3 %	4 %	5 and 6 %	%
1	210	3.8	22.9	33.8	39.5	100.0
2	2047	3.4	19.6	35.3	41.8	100.1*
3	515	2.1	14.2	32.8	50.9	100.0
4	810	2.5	9.6	22.3	65.6	100.0
5	450	0.4	3.1	14.4	82.0	99.9*
6	487	1.2	2.0	6.2	90.5	99.9*
Self-Employed	40	0.0	2.5	17.5	80.0	100.0
No Information	555	3.6	22.0	33.5	40.9	100.0
TOTAL	5114[a]	2.7	14.6	28.0	54.7	100.0

[1] See Table 11 for description of the categories.

[a] No information for 13 students, and an additional 43 were ESL students.

* Does not equal 100% because of rounding.

TABLE 26

LEVEL OF STUDY AND SOCIO-ECONOMIC STATUS BASED ON MOTHER'S OCCUPATION - STUDENT LIVES WITH BOTH PARENTS

SES Category[1]	Number	Level of Study				Total
		1 and 2 %	3 %	4 %	5 and 6 %	%
1	1544	2.5	13.7	28.2	55.6	100.0
2	1679	4.0	20.1	33.5	42.4	100.0
3	493	0.8	10.5	22.9	65.7	99.9*
4	414	0.7	4.6	15.9	78.7	99.9*
5	121	0.0	4.1	12.4	83.5	100.0
6	86	2.3	2.3	4.6	90.7	99.9*
Self-Employed	12	0.0	0.0	8.3	91.7	100.0
No Information	765	2.9	15.5	30.7	50.8	99.9*
TOTAL	5114[a]	2.7	14.6	28.0	54.7	100.0

[1] See Table 12 for description of the categories.

[a] No information for 13 students, and an additional 43 were ESL students.

* Does not equal 100% because of rounding.

TABLE 27

LEVEL OF STUDY AND SOCIO-ECONOMIC STATUS BASED ON FATHER'S OCCUPATION - STUDENT LIVES WITH FATHER ONLY

SES Category[1]	Number	Level of Study				Total %
		1 and 2 %	3 %	4 %	5 and 6 %	
1	17	11.8	17.7	17.7	52.9	100.1*
2	49	2.0	36.7	38.8	22.4	99.9*
3	15	0.0	26.7	46.7	26.7	100.1*
4	34	0.0	17.6	35.3	47.1	100.0
5	23	0.0	4.3	30.4	65.2	99.9*
6	28	0.0	3.6	7.1	89.3	100.0
No Information	42[a]	0.0	23.8	38.1	38.1	100.0
TOTAL	208[b]	1.4	20.7	31.7	46.2	100.0

[1] See Table 11 for description of the categories.

[a] Includes 2 self-employed fathers.

[b] Six ESL students were not included in this table.

* Does not equal 100% because of rounding.

TABLE 28

LEVEL OF STUDY AND SOCIO-ECONOMIC STATUS BASED ON MOTHER'S OCCUPATION - STUDENT LIVES WITH MOTHER ONLY

SES Category[1]	Number	Level of Study				Total %
		1 and 2 %	3 %	4 %	5 and 6 %	
1	287	4.9	37.3	29.6	28.2	100.0
2	242	5.0	23.1	40.1	31.8	100.0
3	213	1.9	15.5	25.3	57.3	100.0
4	168	0.6	8.3	19.0	72.1	100.0
5	65	0.0	0.0	16.9	83.1	100.0
6	32	0.0	6.2	15.6	78.2	100.0
No Information	219[a]	1.8	28.3	35.2	34.7	100.0
TOTAL	1226[b]	2.9	22.3	29.4	45.4	100.0

[1] See Table 12 for description of the categories.

[a] Includes 2 self-employed mothers.

[b] An additional 13 were ESL students.

Table 25 looks at father's occupation for intact families. The relationship is clear and familiar to those who have read the previous Every Student Surveys. The higher the job status the larger the proportion in levels 5 and 6 and the lower the proportions in levels 1, 2, 3 and 4. The small number of students who reported father as self-employed are a rather distinctive group so were reported separately.

A large number of Grade 9 students in intact families have both parents working. Information on mother's occupation for students living with both parents is presented in Table 26. The pattern of data for the student's level of study based on mother's occupation is almost an exact parallel with the data based on father's occupation. Naturally the data for students whose mother is not working does not fit clearly into the pattern because this category might occur in a wide variety of family circumstances.

Table 27 shows level of study for those students living with their father only. There are only small numbers of students in each category but the pattern for levels 5 and 6 is maintained - the higher the occupational category, the higher the proportion in levels 5 and 6. Table 28 shows the data for students living with their mother only, again the pattern in levels 5 and 6 is essentially the same. In this table it is worthwhile to examine SES category 1: these are students whose mothers are single parents who are not working and a larger proportion of the students in this group are in level 3 programs (37.3%).

DISCUSSION

The population of the Toronto school system reflects the population of the city only in part. Thus, for example, the recent Vietnamese immigrants are reflected in the Grade 9 survey only if they have children of the appropriate age and only if those children attend the public school system.

Within the Grade 9 student body there have been quite a few changes from 1975 (spring) to 1980 (fall). Some of the largest are seen in the decrease in the proportion of students born in Ontario, a decrease in the proportion of students born in Europe (especially Italy) and an increase in the proportion of students born in South East Asia (particularly Vietnam) South America (especially Ecuador and Guyana) and the Far East (China and the Philippines).

The information on mother tongue and language fluency is consistent with the immigration data. One can see that somewhat fewer students report fluency in most languages than report speaking it as a mother tongue.

The data on race and region of birth shows that roughly a quarter of the school population identified themselves as belonging to a visible minority and close to a quarter of those students were born in Canada.

Compared with 1975, there was an increase in the number of single-parent families. The large number of Asians living with a guardian (13.7%) or alone (1.6%) can be explained by the Vietnamese immigrants, many of whom were of Asian descent and many of whom have been separated from

their parents.

The occupational data could not be directly compared with the 1975 data as different scales were used. Since about 55% of the students from intact families reported an occupation for their mothers, separate tables were run for fathers and mothers. These data are also analyzed by place of birth in Appendix E and it is possible to see that there are great variations in parents' occupations depending on where a student was born.

The matter of employment and country of origin is a complex issue. Most of the students born in United States have fathers in the upper occupational categories. Over a third of the students born in the Caribbean have only a mother and there is a 50% chance that she has a job which falls in one of the lower occupational categories. Other students from the Caribbean who live with both parents are likely to have a father whose job falls in one of the lower categories. Almost a quarter of the students born in South East Asia (in intact families) have a father who is not employed (22.4%). Students born in Europe (in intact families) have 57% of their fathers working in occupations classed as category 2, and 51.7% of the students born in the Far East (in intact families) also have fathers in category 2. The parents of students born in Canada are more likely to have jobs in the upper categories than other students with the exception of those born in the United States. These findings are reviewed in part to suggest the complex interplay of factors in the background of Toronto students.

To look at "level of study" as is done here,

implicitly assumes that all students are trying to be in level 5 or 6. This may not be so. Since many level 4 courses are found in Technical and Commercial programs, and since students get a graduation diploma after four years of successful study, i.e. 27 credits at any level of study, it is possible that many students, who are eager to enter the labor force, will prefer options which are NOT oriented towards university education. Such choices may also be affected by economic conditions and the proportion of students in level 4 might change if times get harder and other factors stay constant.

In looking at the relationship of various factors to level of study, parent's occupation emerges - as in previous studies - as a major factor. The higher the category for a parent's occupation the more likely a student is to be in a level 5 or 6 course. Females are more likely to be in level 5 and 6 courses than males; students speaking English and/or French as a mother tongue are more likely to be in levels 5 and 6 than those who don't unless they are Canadian born. If a student is from a single-parent family, the student is less likely to be in level 5 or 6.

Black students are less likely to be in levels 5 and 6 than white students who are less likely to be in levels 5 and 6 than Asian and South Asian students, but such a bald statement ignores many related factors. It is not possible to generalize to race or prove either the presence or absence of racism in the school system with the data which have been collected. The factors of varying proportions of students with single parents and varying

occupational patterns of parents, which are related to level of study, are interlocked with the data on race, immigration and ethnicity. To further confound the matter, occupational levels of immigrants may frequently underrepresent their status since new arrivals often cannot obtain occupations equal to those they once had. However, we cannot assess prejudice or discrimination with the data in this report nor can we measure their impact on parents' occupations either.

Parents' occupations do not cause school placement or choice of level of study, rather categorizing occupation provides a crude, summary, surrogate measure of the family's economic resources, the parents' attitudes towards post-secondary education, the students' academic abilities and interests as well as additional similar factors which are more likely to be the "cause" for choice of level of study.

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APPENDIX A

SUB-COMMITTEE ON RACE RELATIONS

The following is an extract form the final report of the Sub-Committee on Race Relations:

> The Director request the Research Department to develop for inclusion in the next Every Student Survey (1980), an appropriate mechanism for obtaining the following information, and that such information be brought back to the Sub-Committee on Race Relations:
>
> (a) the number of visible and ethno/cultural minority students in the system;
>
> (b) the number in each of the secondary and elementary schools;
>
> (c) within secondary schools, the number in each level of instruction;
>
> (d) the number who are immigrants and the number who were born in Canada.
>
> (Recommendation #21, page 25)

MULTICULTURAL WORK GROUP

The following are two of the recommendations made by the Multicultural Work Group:

Recommendation #62

> 62. The Research and School-Community Relations Departments develop a procedure to enable each school to prepare an annual ethnic demographic chart.

Recommendation #79

> 79. In co-operation with the Central Guidance Department, the Research Department recommend to the Board possible procedures for following "New Canadian" students in a longitudinal study as they move through the school system, and for a period of 3 to 5 years after leaving secondary school in order to determine the success of placement procedures and programs. (To be referred to the Guidance Work Group.)

THE BOARD OF EDUCATION FOR THE CITY OF TORONTO

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THE GRADE 9 STUDENT SURVEY

This information helps the Board to make plans for schools that serve different communities, and to meet some of the needs of students by providing resources in many languages. Please complete the questionnaire carefully. The Research Department will treat your answers confidentially and will use them to make summaries for the school system and its trustees.

NAME _____ SEX _____ DATE OF BIRTH _____
CLASS _____ SCHOOL _____ I.D. NUMBER _____

Please check (✓) the boxes and fill in the blanks that apply to you.

1. At what level are you taking most of your courses this year?

Level: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 — 7

2. Were you born in Canada?

YES ☐ What Province?_____ — 8 10
NO ☐ What Country?_____

If you answered "NO", when did you arrive in Canada? — 11

Date of Arrival: ☐☐ month ☐☐ year (19__) — 13

3. Check the language(s) you learned to speak first (you may check more than one box if necessary). — 15

English ☐
French ☐
Another Language ☐ _____ (Please specify the language) — 17

4. How fluent are you in the English and French languages?

	English		French	
	Spoken	Written	Spoken	Written
Fluent	☐	☐	☐	☐
Fair	☐	☐	☐	☐
Poor	☐	☐	☐	☐
None	☐	☐	☐	☐

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5. What other language(s) do you speak fluently?

_____ — 23
_____ — 25

6. People sometimes identify themselves by race and colour. Please check the category below that you apply to yourself.

☐ Black
☐ White — 27
☐ Native Canadian Indian, Inuit or Metis
☐ Asian Descent_____ (Specify, e.g., Chinese, Japanese, Korean, etc.) — 28 30
☐ South Asian Descent_____ (Specify, e.g., East Indian, Pakistani, etc.)
☐ Other_____ (Specify, if not included above)

7. Do you live with (check one):

☐ Both Parents ☐ Guardian — 31
☐ Mother ☐ Group Home
☐ Father ☐ Alone

What is your Father's job now?_____ — 32
_____

What is your Mother's job now?_____ — 34
_____

If you checked guardian, what is your guardian's job now? — 36
_____
_____

Ontario
Human Rights
Commission

400 University Avenue
Toronto, Ontario
M7A 1T7

416/965-6841

December 11, 1979

Dr. E. M. Wright
Chief Educational Research Officer
The Board Of Education for the
City of Toronto
155 College Street
Toronto, Ontario
M5T 1P6

Dear Dr. Wright:

Our Commission's Committee on Community, Race and Ethnic Relations and Public Education reviewed the substance of your request, of October 30, 1979, at its monthly meeting of November 14, 1979.

While our Committee is acutely aware that general inquiries, of the nature which you have proposed, intp the racial, ethnic, or religious background of Ontario residents may offend the spirit of the Ontario Human Rights Code, we are equally sensitive to the fact that in certain circumstances such information may be necessary, and indeed, may even be critical to others, in assessing the degree to which the principle of equality of opportunity may be realized in particular sectors of our social and economic life.

In the specific area to which your request is directed, our Committee is keenly cognizant of the fact that the issue of assessment and placement of students in our educational system is a very important one. The wrong assessment and/or placement of visible minority students in our educational institutions may have an enduringly negative impact on their life's changes. In addition, it has the potential of reinforcing the negative stereotype society holds regarding their status in the mainstream of Ontario life.

Therefore, our Committee welcomes the creative efforts of the Board of Education of the City of Toronto in its intention to research this vital area, with a view to removing any artificial or real barriers which may adversely affect particular students within its system.

For this reason, our Committee endorses the apparent need as identified, and, therefore, has no hesitation in reporting that the Ontario Human Rights Commission supports the project.

However, because the Commission is very much aware that statistics of this nature, if improperly interpreted, can

P/2

be used to confirm theses that are antithetical to the intended purpose for which they were initially sought, we would request the following of the Board:

Firstly, that the information obtained from the survey be used for the internal purposes of the Board only.

Secondly, that the Commission be forwarded a copy of the results of the survey, together with the intended use to which these will be put.

If you have any further questions especially with respect to the last paragraph of this letter, I will be very happy to discuss them with you

Yours sincerely

Mark Nakamura
Manager
Community Race and Ethnic Relations

MN:ms

C.C. Rabbi G. Plaut

THE BOARD OF EDUCATION FOR THE CITY OF TORONTO
155 College Street, Toronto M5T 1P6, Canada, 598-4931

APPENDIX D

November 18, 1980

TO: ALL SECONDARY SCHOOL PRINCIPALS

The material for the Grade 9 Survey accompanies this letter. It has been prepackaged for the classes which will be involved; a copy of the letter to the teachers is attached. (Procedure (1) differs on the two letters, depending on whether it is for a Grade 9 home room or not.)

The first request is for your support; some of the questions touch on sensitive areas, and it would be valuable to remind the teachers about the section on "Placement and Assessment" in the Final Report of the Sub-Committee on Race Relations which recommended this study.

The second request is for you to make arrangements for the questionnaire to be administered in the home rooms: have the envelopes distributed to the appropriate home room teachers, make additional blank forms available if necessary and arrange to have all forms collected. Please treat the students' replies confidentially.

When all the envelopes are collected, please return by Board mail to the Research Department as soon as possible and before Christmas.

We recognize the work and difficulty this represents, but we have tried to organize matters to minimize the amount of additional work for you and your staff.

Thank you for your help and the help of your staff.

Yours sincerely,

E. N. WRIGHT
Chief Educational Research Officer

ENW:dm

cc: Area Superintendents
Assistant Area Superintendents

Duncan Green, Director of Education / Edward N. McKeown, Associate Director of Education
Mitchell Lennox, Superintendent of Professional Services / Donald G. Rutledge, Superintendent of Curriculum & Program
Helen I. Sissons, Superintendent of Personnel / Harry G. Facey, Comptroller of Buildings and Plant / David S. Paton, Comptroller of Finance

THE BOARD OF EDUCATION FOR THE CITY OF TORONTO
155 College Street, Toronto M5T 1P6, Canada, 598-4931

November 18, 1980

APPENDIX D

Dear Teacher:

This year the Board requested a survey of Grade 9 students. The survey form includes questions about race and ethnicity as recommended in the Final Report of the Sub-Committee on Race Relations. Various liaison committees and other groups have contributed to the final wording of the questions on this form; the final version of the form was presented to the Board this fall. The Human Rights Commission has been consulted; it understands the basis for this request and thus supports it. Your assistance is needed to help obtain complete and accurate data from the students. Please treat their replies confidentially.

Procedures:

(1) Distribute the labelled forms to the students. If there is no labelled form for a student on your roll, have the student complete a form without a label and print his/her name etc. in the blank space above the space for the label.

(2) If a student is absent but still on your roll, please have the form completed in the next day or two. If a form is not completed, indicate the reason at the top of the form (e.g., transferred to - name of school or location).

(3) If a student has a problem in deciding how to answer a question, ask the student to provide details, writing on the back of the form if necessary, and the Research Department will decide how to categorize the information.

(4) For question 7 (occupation), ask the students to specify the kind of work the parent does - not the name of employer. A full description of a job title is preferred to one that is too short. for example, the title "engineer" does not distinguish among civil engineers, railway engineers and stationary engineers.

All forms are to be returned in the original envelope to the school office which will arrange to have them sent to the Research Department.

Thank you for your help.

Yours sincerely,

E. N. WRIGHT
Chief Educational Research Officer
ENW:dm

Duncan Green, Director of Education / Edward N. McKeown, Associate Director of Education
Mitchell Lennox, Superintendent of Professional Services / Donald G. Rutledge, Superintendent of Curriculum & Program
Helen I. Sissons, Superintendent of Personnel / Harry G. Facey, Comptroller of Buildings and Plant / David S. Paton, Comptroller of Finance

TABLE 29

REGION OF BIRTH AND SOCIO-ECONOMIC STATUS BASED ON FATHER'S OCCUPATION - STUDENT LIVES WITH BOTH PARENTS

Region of Birth	Number	SES Categories 1 %	2 %	3 %	4 %	5 %	6 %	None %	Total %
Canada	3174	3.6	34.6	9.2	18.0	11.4	12.4	10.8	100.0
Outside Canada[1]	33	3.0	42.4	9.1	9.1	3.0	6.1	27.3	100.0
United States & Mexico	60	1.7	1.7	1.7	16.7	38.3	35.0	5.0	100.1*
South America	177	5.1	48.6	14.7	11.9	5.6	5.1	9.1	100.1*
Central America	7	0.0	0.0	85.7	0.0	0.0	0.0	14.3	100.0
Caribbean	195	1.0	44.1	18.5	9.7	3.1	3.1	20.5	100.0
Europe	1004	4.5	57.0	10.9	10.3	3.4	3.5	10.5	100.1*
Middle East	11	18.2	18.2	18.2	27.2	0.0	18.2	0.0	100.0
Far East	263	3.4	51.7	6.8	16.3	4.6	3.8	13.3	99.9*
South East Asia	107	22.4	30.8	7.5	6.5	0.0	2.8	29.9	99.9*
Oceania	13	7.7	38.5	7.7	30.8	0.0	7.7	7.7	100.1*
South Asia	69	4.3	34.8	14.5	17.4	1.4	5.8	21.7	99.9*
Africa	38	5.3	21.1	10.5	36.8	7.9	10.5	7.9	100.0
No Information	19	5.3	47.4	15.8	10.5	5.3	0.0	15.8	100.1*
TOTAL	5170	4.1	40.1	10.1	15.7	8.7	9.5	11.8	100.0

[1] Country not specified.

* Does not equal 100% because of rounding.

TABLE 30

REGION OF BIRTH AND SOCIO-ECONOMIC STATUS BASED ON MOTHER's OCCUPATION - STUDENT LIVES WITH BOTH PARENTS

Region of Birth	Number	SES Categories 1 %	2 %	3 %	4 %	5 %	6 %	None %	Total %
Canada	3174	33.8	24.1	11.1	10.3	3.1	2.2	15.4	100.0
Outside Canada[1]	33	24.2	42.4	6.1	0.0	0.0	0.0	27.3	100.0
United States & Mexico	60	25.0	3.3	10.0	28.3	8.3	13.3	11.7	99.9*
South America	177	26.0	49.2	8.5	3.4	0.0	0.6	12.4	100.1*
Central America	7	14.3	57.1	0.0	0.0	0.0	0.0	28.6	100.0
Caribbean	195	11.3	41.5	19.5	5.1	1.0	0.0	21.5	99.9*
Europe	1004	25.9	52.7	4.3	3.0	1.6	0.3	12.3	100.1*
Middle East	11	45.5	9.1	18.2	9.1	0.0	9.1	9.1	100.1*
Far East	263	20.5	45.2	7.6	5.3	0.4	1.1	19.8	99.9*
South East Asia	107	24.3	42.1	3.7	1.9	0.0	0.0	28.0	100.0
Oceania	13	30.8	30.8	15.4	23.1	0.0	0.0	0.0	100.1*
South Asia	69	30.4	37.7	4.3	4.3	1.5	0.0	21.7	99.9*
Africa	38	34.2	26.3	18.4	10.5	2.6	0.0	7.9	99.9*
No Information	19	26.3	36.8	15.8	5.3	0.0	0.0	15.8	100.0
TOTAL	5170	30.0	32.8	9.6	8.1	2.4	1.7	15.4	100.0

[1] Country not specified.

* Does not equal 100% because of rounding.

TABLE 31

REGION OF BIRTH AND SOCIO-ECONOMIC STATUS BASED ON FATHER'S OCCUPATION - STUDENT LIVES WITH FATHER ONLY

Region of Birth	Number	SES Categories 1 %	2 %	3 %	4 %	5 %	6 %	None %	Total %
Canada	152	8.6	21.1	7.9	16.4	13.2	12.5	20.4	100.1*
Outside Canada[1]	1	0.0	100.0	0.0	0.0	0.0	0.0	0.0	100.0
United States & Mexico	4	25.0	0.0	0.0	0.0	0.0	75.0	0.0	100.0
South America	5	0.0	0.0	0.0	40.0	20.0	0.0	40.0	100.0
Central America	1	0.0	100.0	0.0	0.0	0.0	0.0	0.0	100.0
Caribbean	3	0.0	33.3	0.0	0.0	33.3	0.0	33.3	99.9*
Europe	20	0.0	35.0	15.0	10.0	10.0	20.0	10.0	100.0
Middle East	--								
Far East	12	8.3	58.3	8.3	16.7	0.0	0.0	8.3	99.9*
South East Asia	11	18.2	0.0	9.1	27.3	0.0	9.1	36.4	100.1*
Oceania	--								
South Asia	2	0.0	50.0	0.0	0.0	0.0	0.0	50.0	100.0
Africa	--								
No Information	3	0.0	33.3	0.0	0.0	0.0	0.0	66.6	99.9*
TOTAL	214	7.9	23.8	8.0	15.9	10.7	13.1	20.5	99.9*

[1] Country not specified.

* Does not equal 100% because of rounding.

TABLE 32

REGION OF BIRTH AND SOCIO-ECONOMIC STATUS BASED ON MOTHER'S OCCUPATION - STUDENT LIVES WITH MOTHER ONLY

Region of Birth	Number	SES Categories 1 %	2 %	3 %	4 %	5 %	6 %	None %	Total %
Canada	865	24.7	14.7	18.3	15.4	5.9	3.0	18.0	100.0
Outside Canada[1]	10	30.0	20.0	30.0	0.0	0.0	0.0	20.0	100.0
United States & Mexico	32	12.5	3.1	15.6	34.4	15.6	12.5	6.3	100.0
South America	30	10.0	60.0	20.0	0.0	0.0	0.0	10.0	100.0
Central America	3	66.7	0.0	33.3	0.0	0.0	0.0	0.0	100.0
Caribbean	140	15.7	34.3	20.0	5.0	1.4	0.7	22.8	99.9*
Europe	98	24.5	27.6	10.2	15.3	6.1	1.0	15.3	100.0
Middle East	--								
Far East	22	31.8	54.5	4.5	0.0	0.0	0.0	9.1	99.9*
South East Asia	19	26.3	36.8	0.0	0.0	0.0	0.0	36.8	99.9*
Oceania	2	0.0	0.0	0.0	50.0	0.0	0.0	50.0	100.0
South Asia	9	44.4	22.2	11.1	11.1	0.0	0.0	11.1	99.9*
Africa	4	25.0	50.0	0.0	0.0	0.0	0.0	25.0	100.0
No Information	5	60.0	0.0	0.0	0.0	20.0	0.0	20.0	100.0
TOTAL	1239	23.5	19.9	17.2	13.6	5.2	2.6	18.0	100.0

[1] Country not specified.

* Does not equal 100% because of rounding.